

TEACH ASSESS ADJUST

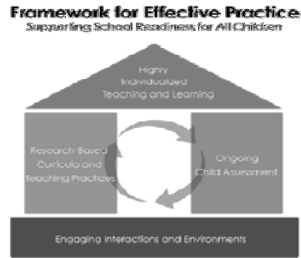
OBJECTIVES

- Support teachers with understanding Ongoing Assessment
- Using assessment information to adjust teaching practices

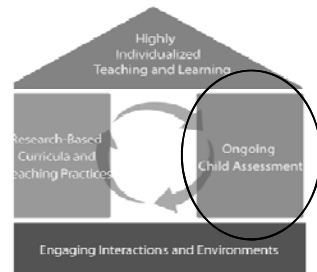
Achieving school readiness *requires* high quality teaching and learning!



FRAMEWORK FOR EFFECTIVE PRACTICE



ONGOING CHILD ASSESSMENT



ACHIEVING SCHOOL READINESS *REQUIRES* HIGH QUALITY TEACHING AND LEARNING!



"Hmmm - quality teaching and learning - that means that a lot of responsibility is on our teachers!"

STOP SCHOOL READINESS GOALS




Do your staff *know* your school readiness goals?

Do they *understand* your school readiness goals?

MAKING THE LINK

- *Children will engage in and maintain positive adult-child relationships and interactions.*

- infants
- toddlers
- preschoolers




"Making the link can increase child outcomes and teacher outcomes!"

Children will demonstrate growing control of large muscles for movement, navigation, and balance.




We're skipping!



Look at me holding my head up!




Rolling, rolling, rolling!



We're running!



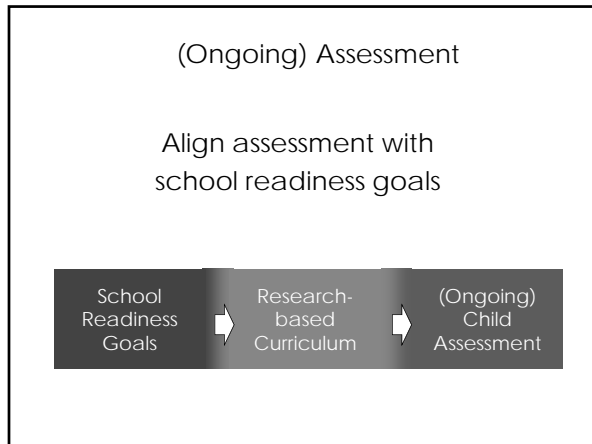
I'm kicking!



Thanks for the help Mom!!



Watch out - here I come!



ONGOING ASSESSMENT HELPS US ANSWER...

- **How are the children doing?**
- How do we know?
- Is what we are doing making enough of a difference?
- What is your role in this?

ONGOING ASSESSMENT

- Ongoing assessment:
 - is integral to curriculum and instruction
 - helps track how children are doing
 - helps monitor progress
 - informs instruction
 - can tell us how well our curriculum is working for our children – if we need to supplement
 - Share progress with parents

ALIGNING SCHOOL READINESS GOALS AND ASSESSMENT

School Readiness Goals	GOLD
Physical Well-Being and Motor Development	Objectives for Development and Learning
Children will demonstrate control of large muscles for movement, navigation, and balance.	Obj. 4 – Demonstrates traveling skills Obj. 5 – Demonstrates balancing skills Obj. 6 – Demonstrates gross-motor manipulative skills
Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.	Obj. 7 – Demonstrates fine-motor strength and coordination a. Uses fingers and hands b. Uses writing and drawing tools

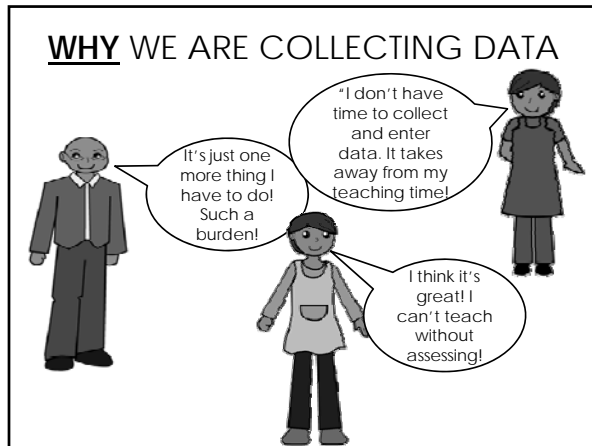
WHAT DO TEACHERS NEED TO KNOW?

- **What** do we mean by data
- **Why** we are collecting data
- **Who** will be collecting the data
- **How** the data will be used

*Managers: What can you do to help your teachers?
What is your ROLE?*

WHAT DO WE MEAN BY DATA?

- Information?

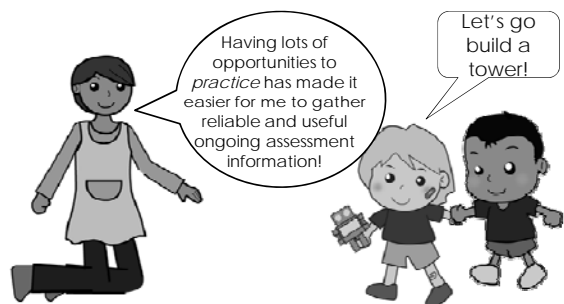




WHO WILL BE COLLECTING THE DATA

- Ensure that teachers know how important their role is in collecting data
- Train teachers to reliability on your assessment tool
 - very important for assessment information to be valid, reliable and useful

UNDERSTANDING WHAT YOU ARE LOOKING FOR – KNOWLEDGE OF CHILD DEVELOPMENT



HOW WILL THE DATA BE USED

Ongoing - Use data for:

- Individualizing
- Small Groups
- Activity Planning

2-3 times a year - Use data for:

- Program Level planning and decision making

WHAT STAFF NEED TO KNOW

How to use data and data reports to inform teaching on an ongoing basis:

- Reports available from assessment instruments
- Reports that can be developed by Ed Managers and others
- How to read/interpret reports
- How to ask questions based on the reports
- **How to use reports to inform teaching**

*What can you do to help your teachers?
What is your role?*

UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

Look at all the information you have gathered. How are children developing and learning?

- Making progress toward goals
- Not progressing or
- Progressing too slowly
- Goals accomplished



UNDERSTANDING ONGOING CHILD ASSESSMENT DATA

Look at all the information you have gathered.

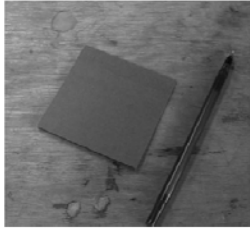
- Do you see patterns in the data?
- Do you notice any inconsistencies?

Early Writing Skills				
	Scribbles	Letter-like forms	Letters	Invented spelling
John	✓			
Anna	✓	emerging		
Tyler		✓		
Bethany	✓			
Mee	✓			

ADJUSTING TEACHING BASED ON ONGOING CHILD ASSESSMENT DATA



ONGOING CHILD ASSESSMENT DATA: TEACH-ASSESS-ADJUST



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GATHERING INFORMATION FOR ONGOING CHILD ASSESSMENT

- Work samples
- Videos/photos
- Checklists
- Anecdotal records
- Information from families

	Activity	Sharing with peers	Total
10/20/2013 9:00 - 9:15	Center time	////	4
10/20/2013 10:30 - 10:45	Outdoor play	//	2

TEACH-ASSESS-ADJUST!



USING DATA TO INFORM TEACHING TEACH-ASSESS-ADJUST

- Interpret assessment data.
- Decide whether children are progressing.
- Decide how to adjust teaching.
- Plan informed, intentional teaching.
- Continue to collect assessment information and use it to inform teaching.

Early Writing Skills				
	Scribbles	Letter-like forms	Letters	Invented spelling
John	✓			
Anna	✓	emerging		
Tyler		✓		
Bethany	✓			
Mee	✓			

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- Placeholder for QTL video.... Using all of your data to plan

ONGOING CHILD ASSESSMENT: WHEN THE CHILD IS NOT MAKING PROGRESS

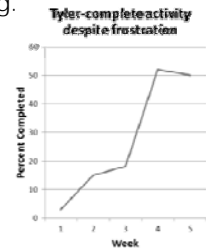
If the child is not making progress, change what or how you are teaching.

- What might the child need to be more successful?
- What resources might be needed to support development and learning?

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ONGOING CHILD ASSESSMENT: WHEN THE CHILD IS PROGRESSING

If the child is making progress, continue with what you have been doing.



ONGOING CHILD ASSESSMENT: WHEN THE CHILD HAS REACHED A GOAL



If the child has accomplished a goal, move on to something more challenging.

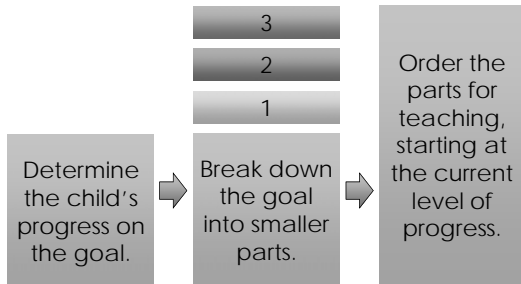
- Consider assessment data.
- Consider curriculum.

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VIDEO

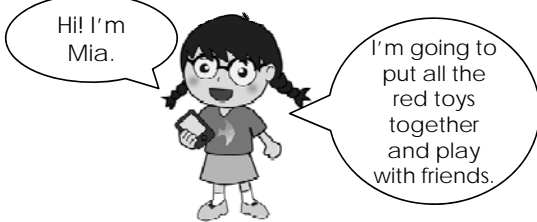
- Match strategy to student need

INDIVIDUALIZE - BREAK DOWN GOALS

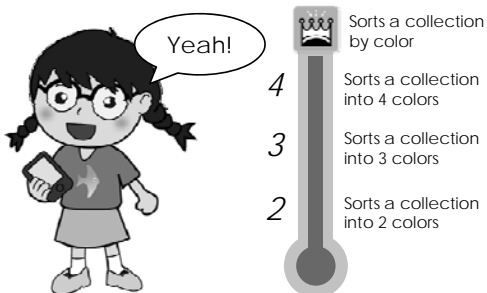


BREAK IT DOWN BY SMALLER AMOUNTS

Make goals easier by specifying *smaller amounts* of items, time, people, or locations.



SMALLER AMOUNTS

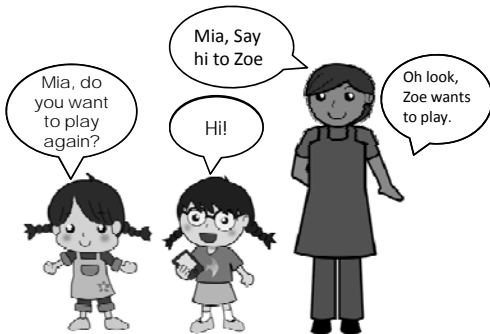


BREAK IT DOWN BY PROVIDING HELP

Make goals easier by providing help.



PROVIDE HELP



ADJUSTING TEACHING

- How do you use assessment information you have collected to adjust teaching in your program?

HOW ARE THE CHILDREN DOING?
CONTINUOUS IMPROVEMENT

No more "I feel"
but, "the data show!!"

Teach-Assess – Adjust Fluency

Data based decisions
Why we are doing what we are doing!

- Video – Activity Matrix in Action

Your Questions?

PRESENTER

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